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ABSTRACT

The booklet presents information and illustrations regarding bus transportation of handicapped children. The roles and responsibilities of drivers and aides are discussed as are such topics as seating arrangements, first aid measures (for falls and seizures), embarking and debarking procedures (including ways to encourage independence in walking), assistive devices (canes, crutches, braces and walkers), dealing with wheelchairs and lifts, and managing disruptive behavior. (CL)

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Transportation

Of Handicapped Children

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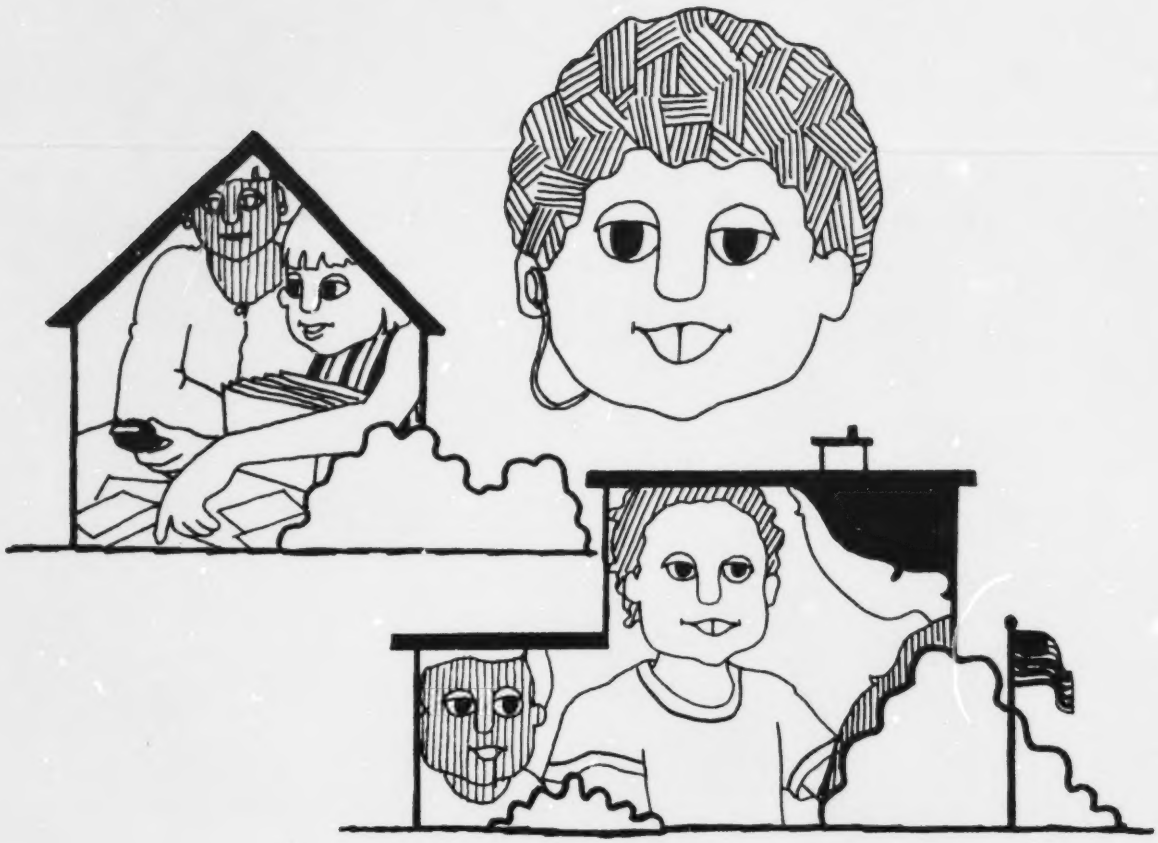
SPECIAL CHILDREN ARE ALL DIFFERENT. THEY MAY HAVE A VARIETY OF HANDICAPS.

BUT EACH CHILD IS UNIQUE - AN INDIVIDUAL.

BUS DRIVERS AND AIDES NEED TO KNOW WHAT TO EXPECT FROM EACH CHILD.

THEY ALSO NEED TO UNDERSTAND THAT EVERY CHILD MUST BE TREATED WITH RESPECT.



WHEN SPECIAL CHILDREN ENTER SCHOOL THEY MAY ATTEND A VARIETY OF SCHOOL SETTINGS. THEY MAY GO TO REGULAR CLASSES, SPECIAL CLASSES, OR EVEN SPECIAL SCHOOLS.

III-A. TRANSPORTATION: MEDICAL INFORMATION

NAME OF INDIVIDUAL _____ (NICKNAME) _____

AGE: _____ SEX: _____

NAME OF PARENT(S) OR GUARDIAN: _____

ADDRESS: _____

TELEPHONE: (HOME) _____

WORK PHONE: (MOTHER) _____ WORK PHONE: (FATHER) _____

IN CASE OF EMERGENCY:

LIST NAMES AND TELEPHONE NUMBERS OF 3 PEOPLE WHO MAY BE CONTACTED IN CASE OF EMERGENCY:

1. _____ _____
NAME PHONE

2. _____ _____
NAME PHONE

3. _____ _____
NAME PHONE

NAME OF THE NEAREST MEDICAL FACILITY: _____

ADDRESS: _____

TELEPHONE: _____

NAME OF INDIVIDUAL'S PHYSICIAN: _____

ADDRESS: _____

TELEPHONE: _____

MEDICAL INFORMATION:

DIAGNOSIS OF INDIVIDUAL: _____

MEDICATION(S): LIST AND DESCRIBE SIDE-EFFECTS:

1. _____

2. _____

3. _____

DOES THIS INDIVIDUAL HAVE SEIZURES? _____

FREQUENCY? _____ SEVERITY? _____ GENERAL DESCRIPTION _____

DESCRIBE ANY COMPLICATIONS WHICH MAY ARISE WHILE THIS INDIVIDUAL IS ON THE SCHOOL BUS: _____

TYPE OF ASSISTIVE DEVICE(S) INDIVIDUAL USUALLY REQUIRES FOR AMBULATION:

NONE ☐ CANE ☐ CRUTCHES ☐ BRACES ☐ WHEELCHAIR ☐

OTHER ☐ DESCRIBE: _____

ASSISTANCE REQUIRED BY THE INDIVIDUAL TO GET ON AND OFF THE BUS:

NONE ☐ (INDIVIDUAL IS INDEPENDENT GETTING ON AND OFF TH

PARTIAL ASSISTANCE ☐ (INDIVIDUAL REQUIRES SOME ASSISTA AND OFF TH SCHOOL BUS)

TOTAL ASSISTANCE ☐ (INDIVIDUAL NEEDS TOTAL ASSIST/ CE GET OFF THE SCHOOL BUS)

IF KNOWN, WHICH IS THE STRONGEST LEG FOR THIS INDIVIDUAL?

LEFT ☐ RIGHT ☐

SPECIAL SEATING ARRANGEMENTS REQUIRED BY THE INDIVIDUAL WHILE TRAVELI THE SCHOOL BUS: (i.e., WHEELCHAIR, CAR SEAT, SEAT BELTS, ETC.)

DESCRIBE: _____

_____

_____

SIGNATURE OF PARENT OR GUARDIAN

_____

DATE

WHILE THESE SPECIAL CHILDREN ARE BEING TRANSPORTED TO THEIR EDUCATIONAL PROGRAMS, BUS DRIVERS AND AIDES MUST HAVE MEDICAL INFORMATION ABOUT THEM AVAILABLE AT ALL TIMES.

III-A. TRANSPORTATION: MEDICAL INFORMATION

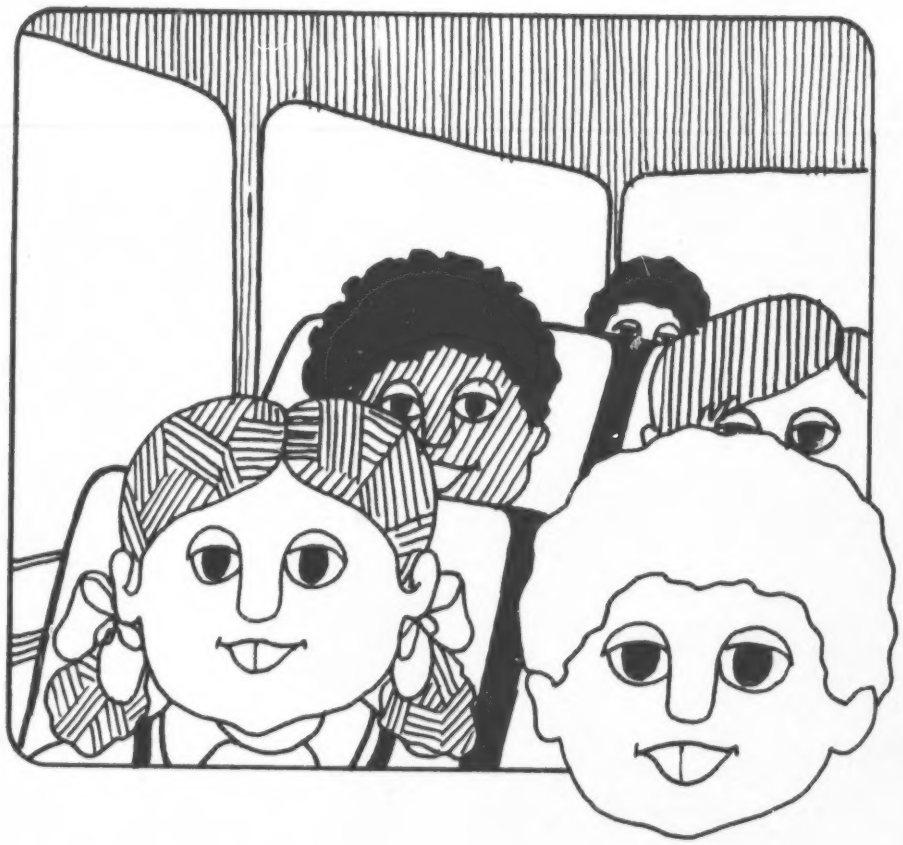
NAME OF INDIVIDUAL _____ (NICKNAME) _____
AGE: _____ SEX: _____
NAME OF PARENT(S) OR GUARDIAN: _____
ADDRESS: _____
TELEPHONE: (HOME) _____
WORK PHONE: (MOTHER) _____ WORK PHONE: (FATHER) _____
IN CASE OF EMERGENCY:
LIST NAMES AND TELEPHONE NUMBERS OF 3 PEOPLE WHO MAY BE CONTACTED IN CASE OF EMERGENCY:
1. _____ _____
NAME PHONE
2. _____ _____
NAME PHONE
3. _____ _____
NAME PHONE
NAME OF THE NEAREST MEDICAL FACILITY: _____
ADDRESS: _____
TELEPHONE: _____
NAME OF INDIVIDUAL'S PHYSICIAN: _____
ADDRESS: _____
TELEPHONE: _____
MEDICAL INFORMATION:
DIAGNOSIS OF INDIVIDUAL: _____
MEDICATION(S): LIST AND DESCRIBE SIDE-EFFECTS:
1. _____
2. _____
3. _____
DOES THIS INDIVIDUAL HAVE SEIZURES? _____
FREQUENCY? _____ SEVERITY? _____ GENERAL DESCRIPTION _____
DESCRIBE ANY COMPLICATIONS WHICH MAY ARISE WHILE THIS INDIVIDUAL TRAVELS ON THE SCHOOL BUS: _____
_____
TYPE OF ASSISTIVE DEVICE(S) INDIVIDUAL USUALLY REQUIRES FOR AMBULATION:
NONE ☐ CANE ☐ CRUTCHES ☐ BRACES ☐ WHEELCHAIR ☐ WALKER ☐
OTHER ☐ DESCRIBE: _____
_____
ASSISTANCE REQUIRED BY THE INDIVIDUAL TO GET ON AND OFF THE BUS:
NONE ☐ (INDIVIDUAL IS INDEPENDENT GETTING ON AND OFF THE SCHOOL BUS)
PARTIAL ASSISTANCE ☐ (INDIVIDUAL REQUIRES SOME ASSISTANCE GETTING ON AND OFF THE SCHOOL BUS)
TOTAL ASSISTANCE ☐ (INDIVIDUAL NEEDS TOTAL ASSISTANCE GETTING ON AND OFF THE SCHOOL BUS)
IF KNOWN, WHICH IS THE STRONGEST LEG FOR THIS INDIVIDUAL?
LEFT ☐ RIGHT ☐
SPECIAL SEATING ARRANGEMENTS REQUIRED BY THE INDIVIDUAL WHILE TRAVELING ON THE SCHOOL BUS: (i.e., WHEELCHAIR, CAR SEAT, SEAT BELTS, ETC.)
DESCRIBE: _____
_____

_____
SIGNATURE OF PARENT OR GUARDIAN

_____
DATE

THIS INFORMATION CAN BE MAINTAINED ON A CHART, FILLED IN BY THE CHILD'S PARENTS, AND KEPT ON THE BUS.

THIS AND OTHER INFORMATION CAN ASSIST IN MAKING DECISIONS REGARDING SEATING.



SEATING IS A PLANNED ACTIVITY. IT SHOULD BECOME A DAILY ROUTINE. CHILDREN SHOULD SIT IN THE SAME SEAT EVERY DAY.

THE MORE HELP A CHILD REQUIRES, THE CLOSER HE SHOULD SIT TO THE DRIVER OR AIDE.

THE BUS DRIVER MUST LEARN WHICH CHILDREN CAN SIT TOGETHER, AND WHICH CANNOT.

HE OR SHE SHOULD ALSO KNOW:

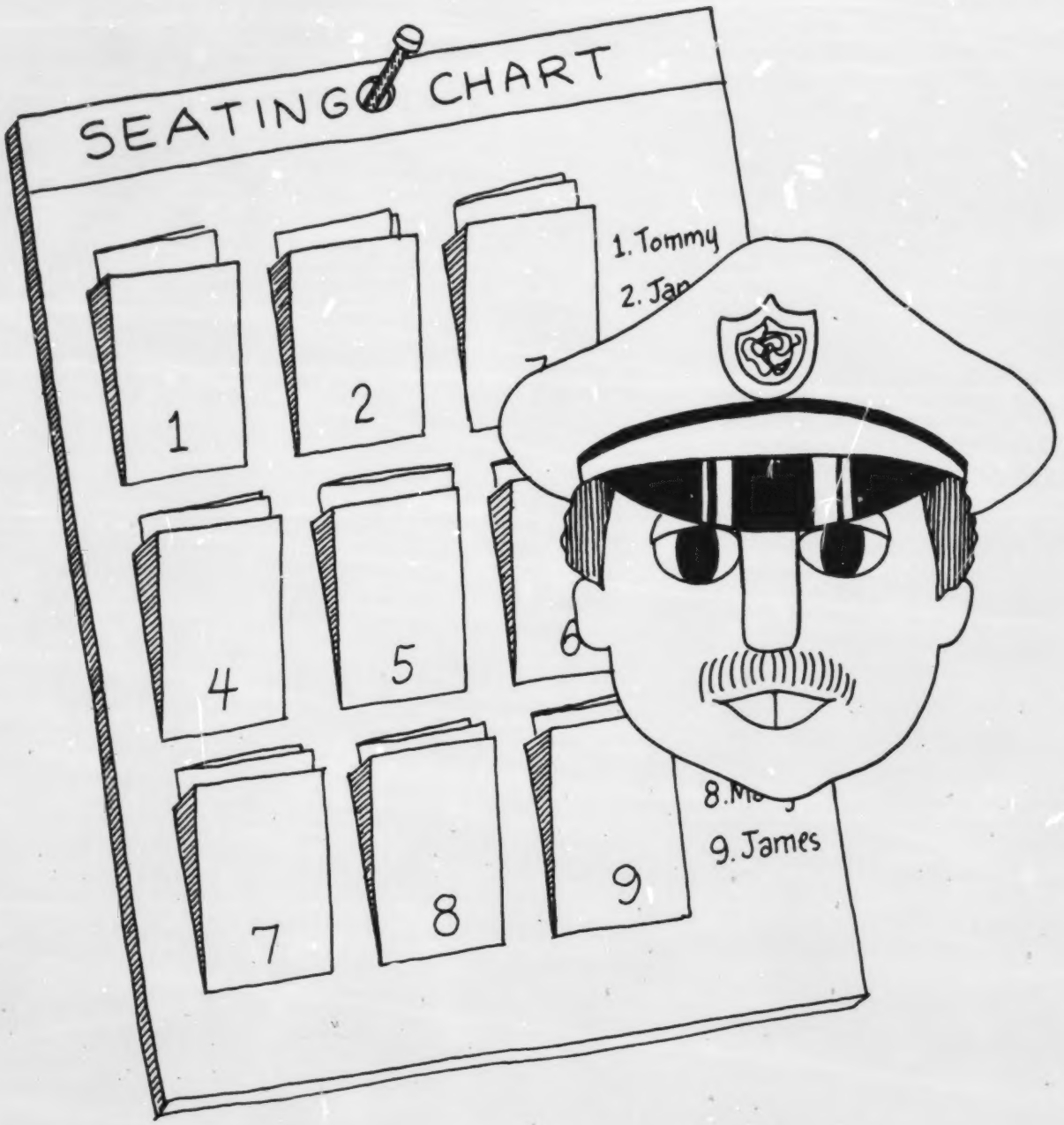
A. WHO MAY HAVE SEIZURES

B. WHO SHOULD SIT AT THE WINDOW

C. WHO SHOULD SIT AT THE AISLE

D. WHICH CHILDREN CAN ASSIST DURING AN EMERGENCY, AND

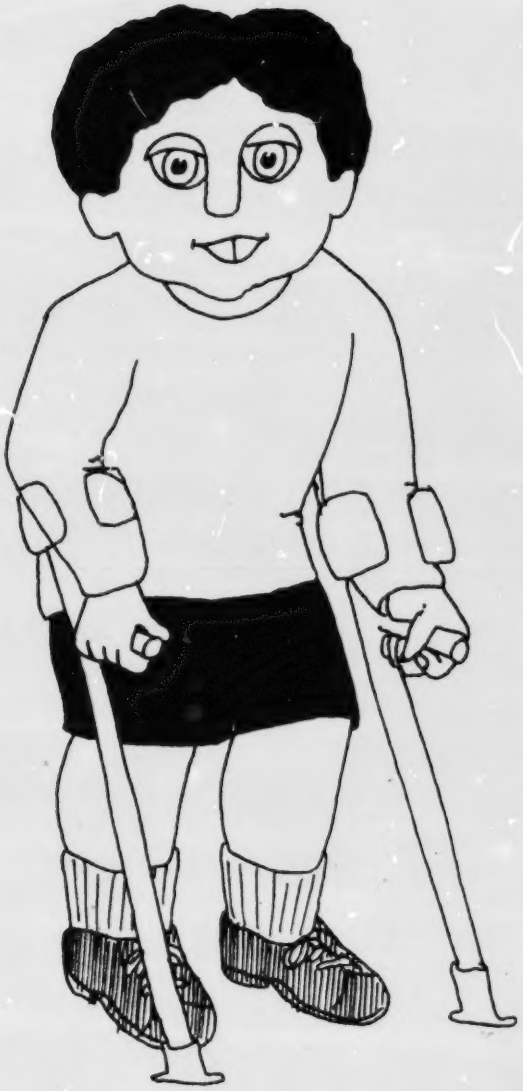
E. WHO MAY BECOME DISRUPTIVE.



SEATING CHARTS SHOULD BE USED. POCKETS CAN BE ADDED TO THE CHART TO ALLOW FOR CHANGES IN SEATING ARRANGEMENTS. EACH CHART SHOULD INCLUDE THE CHILD'S NAME AND ADDRESS.

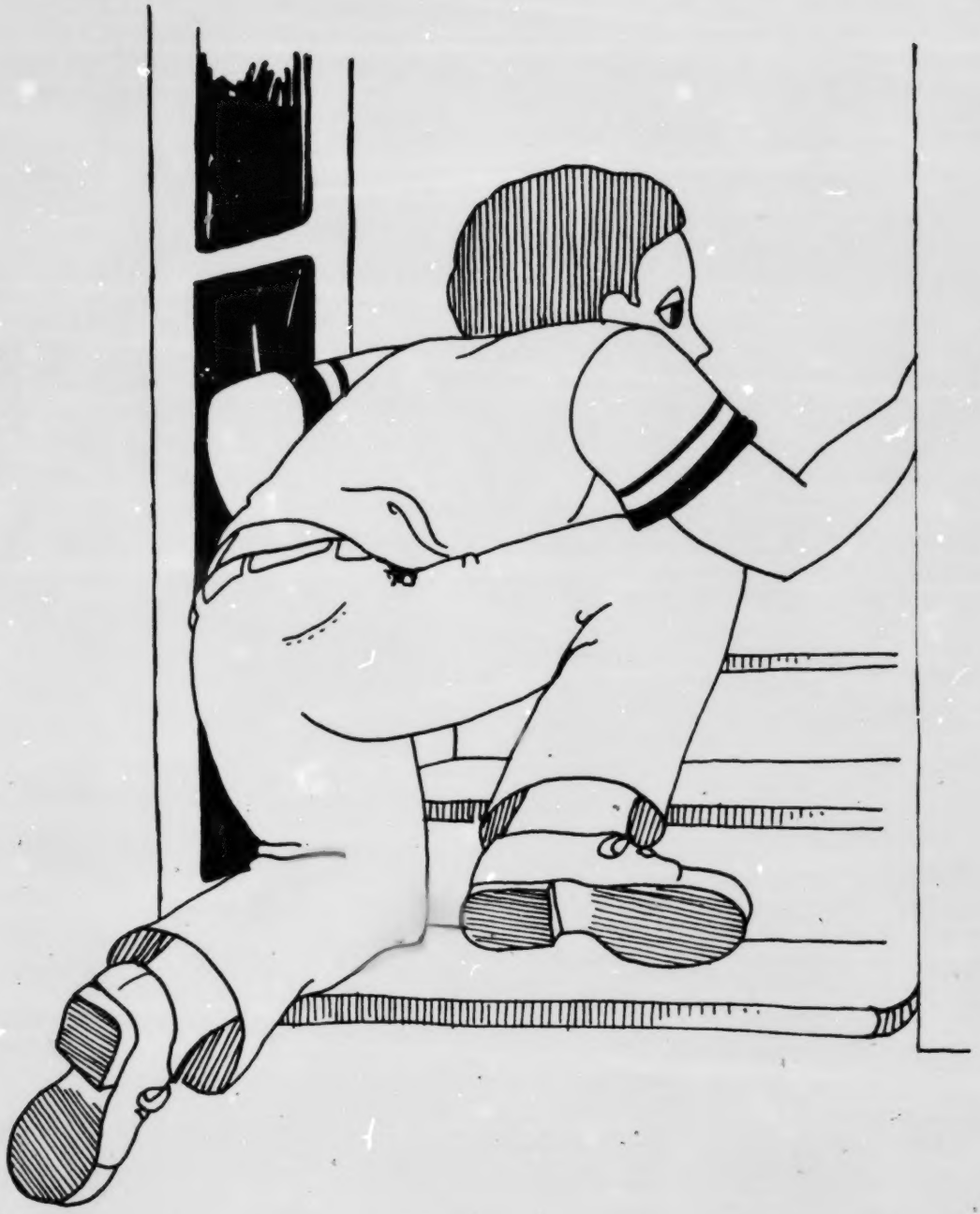
IT IS ESSENTIAL THAT BUS DRIVERS AND AIDES KNOW HOW TO HELP CHILDREN BOARD AND LEAVE THE BUS.

CHILDREN WHO ARE AMBULATORY (ABLE TO WALK) SHOULD GET ON AND OFF THE BUS BY THEMSELVES. ALL CHILDREN MUST BE ENCOURAGED TO BE AS INDEPENDENT AS POSSIBLE.

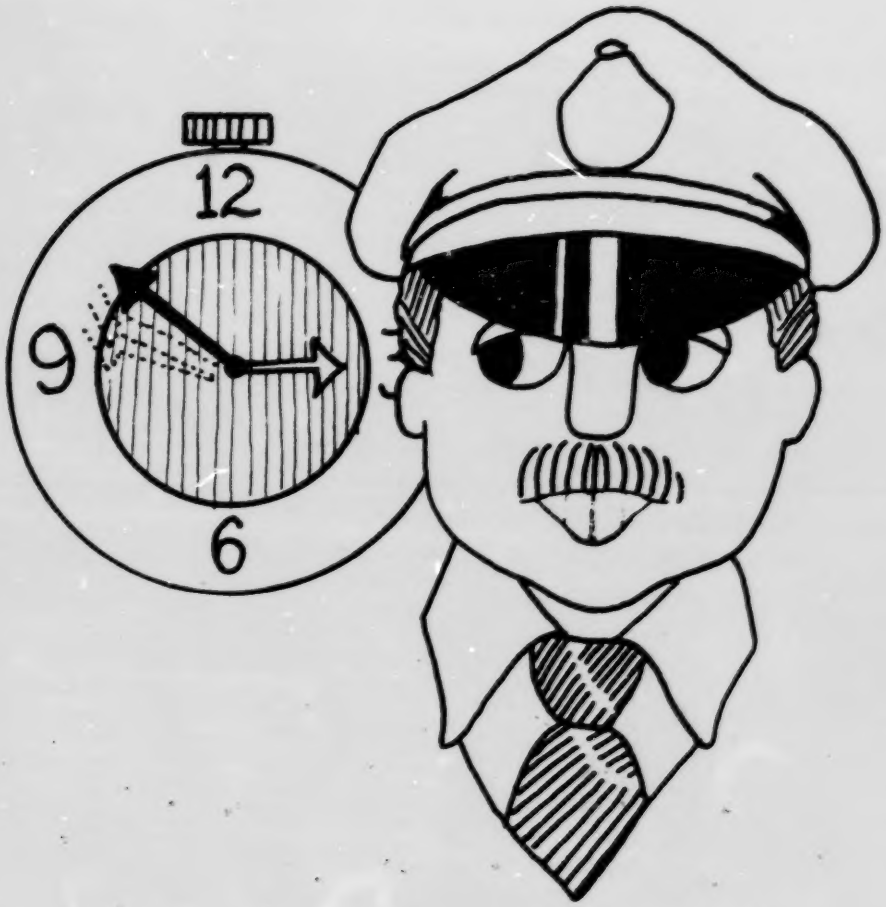


SOME CHILDREN MUST USE ASSISTIVE DEVICES. EXAMPLES OF ASSISTIVE DEVICES ARE:

CANES
CRUTCHES
BRACES, AND
WALKERS.

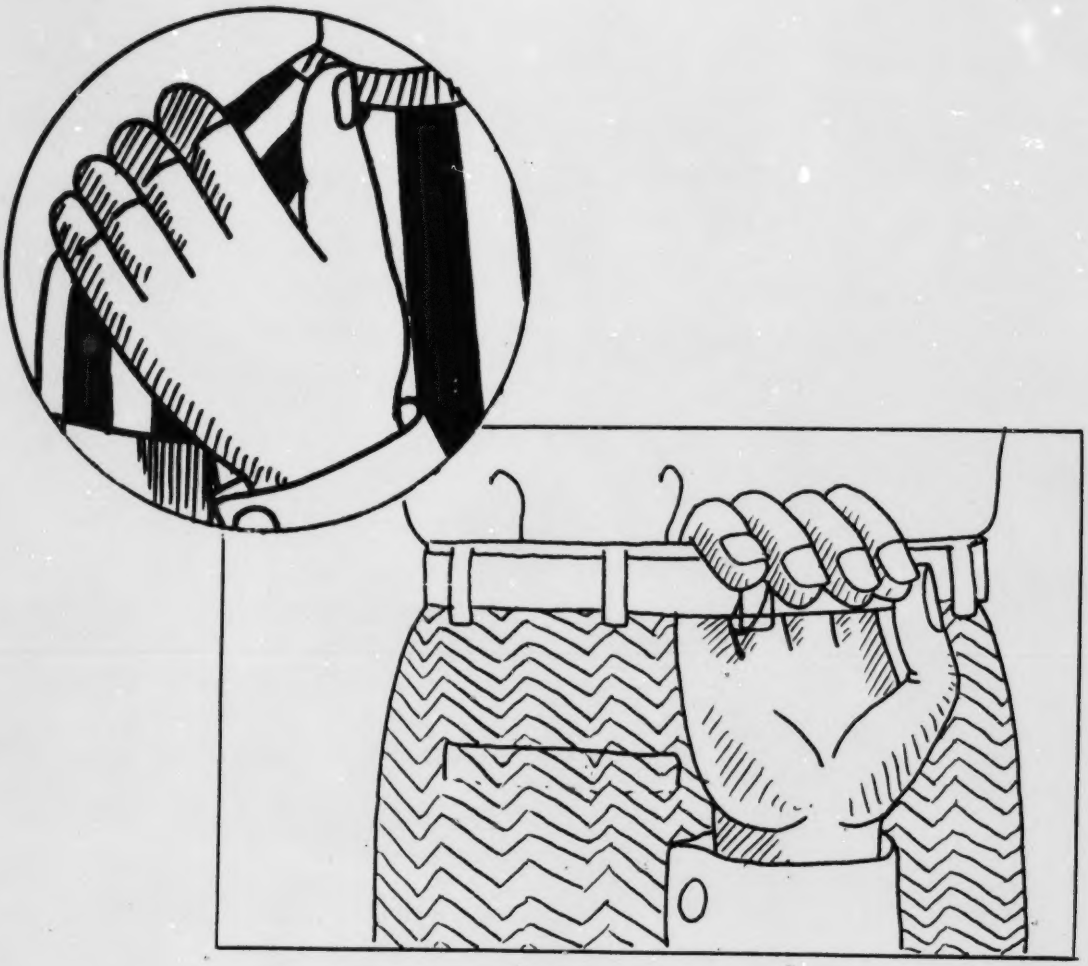


SOME CHILDREN MAY EVEN BE ABLE TO CRAWL UP AND DOWN THE BUS STEPS.



EVERY BUS DRIVER MUST BE SURE TO ALLOW ENOUGH TIME FOR CHILDREN TO BOARD AND LEAVE THE BUS.

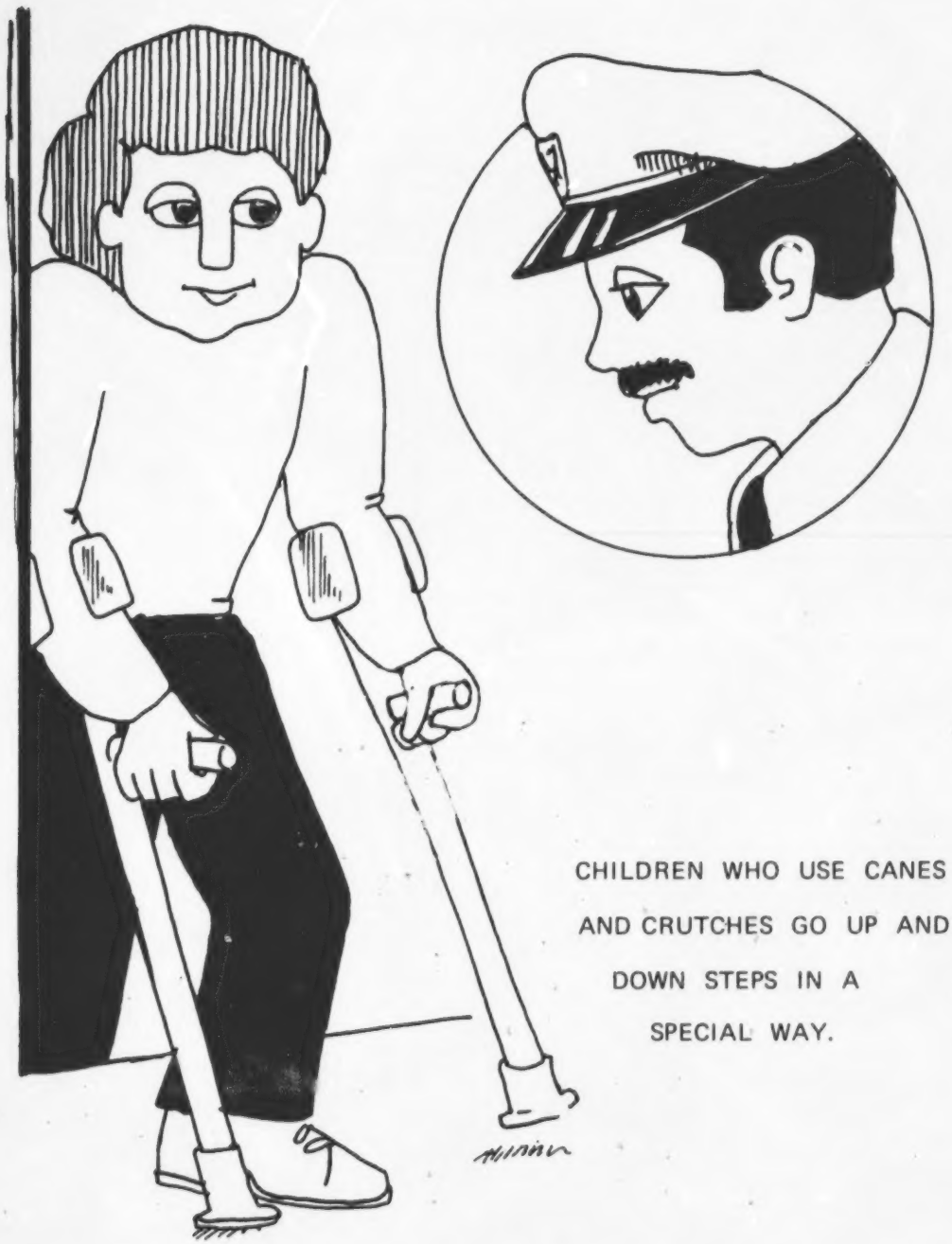
SOME CHILDREN WILL NEED HELP FROM THE BUS DRIVER OR AIDE TO GUARD THEM WHEN GOING UP AND DOWN THE STEPS.



IN SOME CASES, THE BUS DRIVER OR AIDE SHOULD STAND BEHIND THE CHILD, AND PUT HIS RIGHT HAND ON THE CHILD'S BELT OR WAIST. THE LEFT HAND IS PLACED OVER THE CHILD'S SHOULDER. THIS WAY, THE DRIVER OR AIDE CAN HOLD THE CHILD BY HIS BELT OR WAIST.

IF THE CHILD BEGINS TO FALL, THE BUS DRIVER OR AIDE CAN EASE HIM TO THE STEPS, AND HOLD HIM BY THE WAIST.

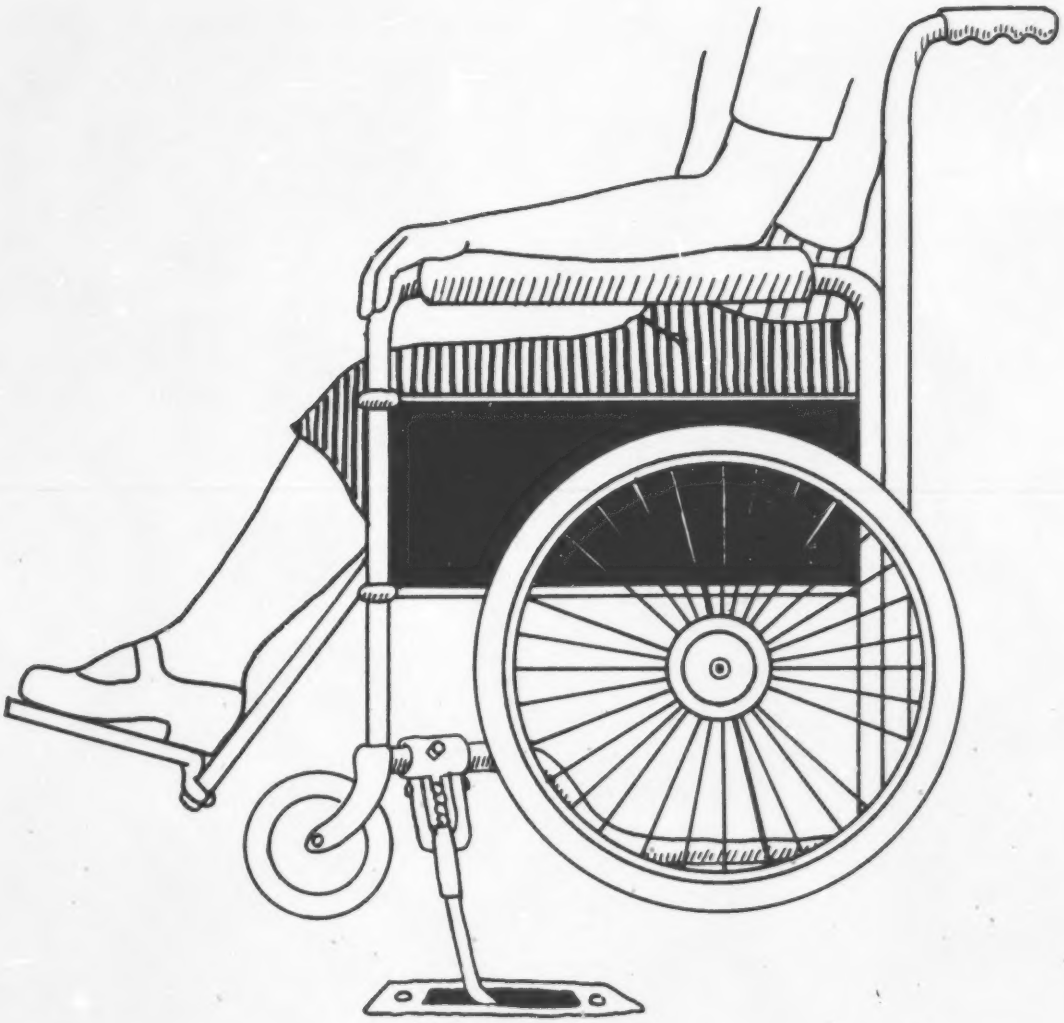
IF THE CHILD SHOULD BEGIN TO FALL FORWARD, THE DRIVER CAN PREVENT THIS BY PULLING HIM BACKWARD. IF THE CHILD IS TOO BIG, OR HAS FALLEN TOO FAR, THE DRIVER OR AIDE SHOULD SHIFT AND LET HIM FALL GENTLY TO THE FLOOR.



CHILDREN WHO USE CANES AND CRUTCHES GO UP AND DOWN STEPS IN A SPECIAL WAY.

IN GOING UP THE STEPS, THE CHILD SHOULD PLACE THE STRONGEST LEG ON THE FIRST STEP. THEN HE PLACES THE CANE OR CRUTCH IN FRONT OF THE STRONGEST LEG, UP ON THE NEXT STEP.

WHEN THE CHILD IS COMING DOWN STEPS, THE CANE OR CRUTCH IS PUT ON THE STEP BELOW WHERE THE CHILD IS STANDING. THEN HE STEPS DOWN WITH HIS **WEAKER** LEG FIRST.



SOME ASSISTIVE DEVICES NEED TO BE STORED SECURELY WHILE THE BUS IS MOVING. OTHERS MAY BE KEPT WITH THE CHILD. THE DRIVER AND AIDE MUST KNOW HOW TO MAKE ARRANGEMENTS FOR THESE ASSISTIVE DEVICES BEFORE THE BUS RIDE BEGINS.

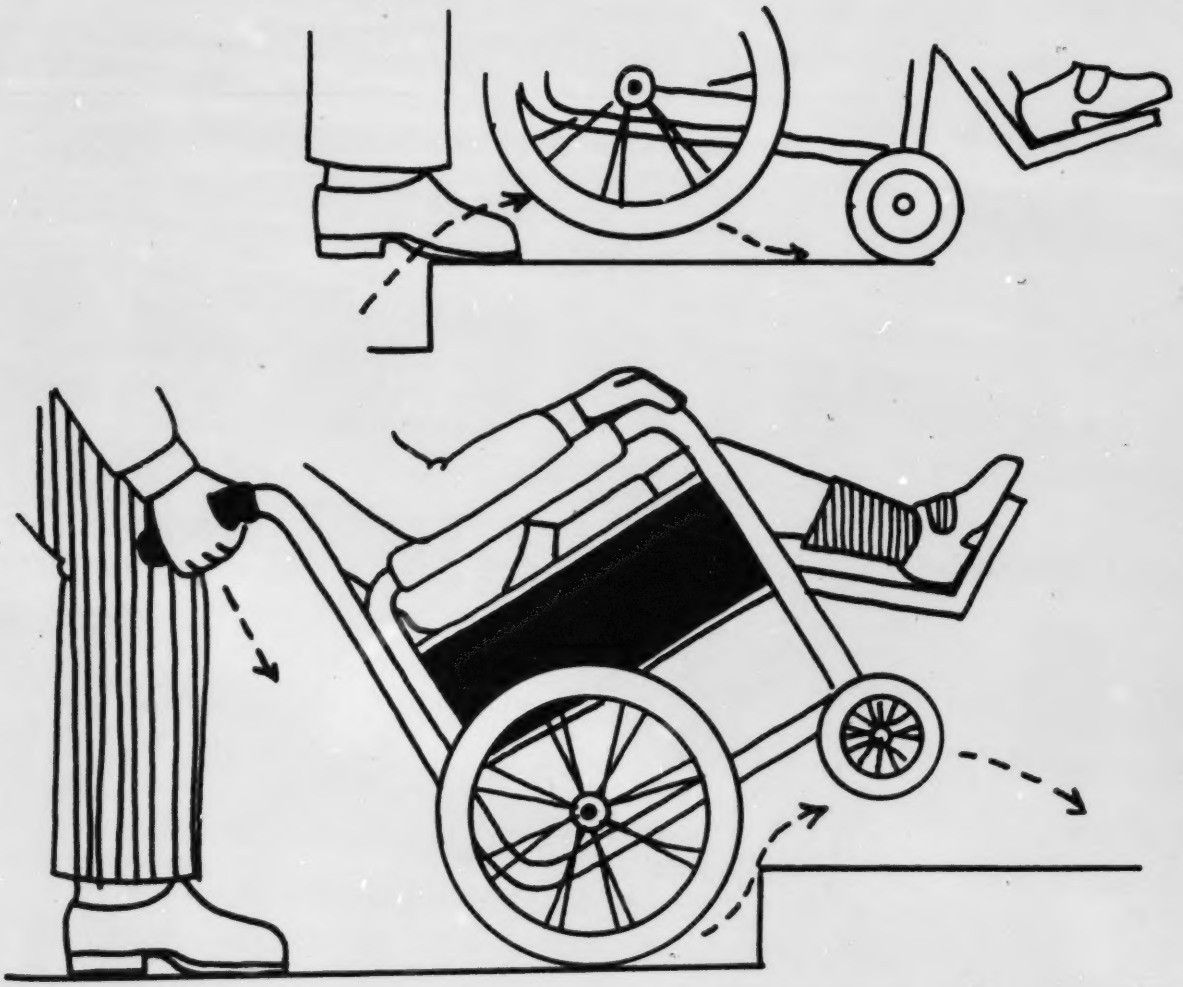
WHEN SPECIAL CHILDREN ARE IN WHEEELCHAIRS, THEIR SEAT BELTS OR SPECIAL HARNESSES MUST BE FASTENED.

MAKE CERTAIN THAT THE CHILD IN THE WHEELCHAIR CAN SEE YOU BEFORE YOU START TO MOVE HIM.

TELL HIM WHAT YOU ARE GOING TO DO BEFORE IT IS DONE. SUDDEN JOLTS AND SURPRISE MOVEMENTS ARE NO FUN.

WHEN GOING UP A RAMP, MOVE THE WHEELCHAIR SLOWLY AND SMOOTHLY. BE CAREFUL GOING OVER BUMPS AND CURBS. BE SURE THE CHILD IS FACING FORWARD.

WHEN GOING DOWN A RAMP, TURN THE WHEELCHAIR AROUND SO THAT THE CHILD'S BACK IS TOWARD THE DIRECTION IN WHICH HE IS MOVING. THE WHEELCHAIR MOVES BACKWARD.



TO GO UP A CURB, BEAR DOWN ON THE HANDLES OF THE WHEELCHAIR AND TILT THE FRONT WHEELS UPWARD. GUIDE THE FRONT WHEELS ONTO THE CURB. THEN SLIDE THE CHAIR FORWARD AND LIFT THE BACK WHEELS UP ONTO THE CURB.

IN GOING DOWN A CURB, AGAIN TURN THE WHEELCHAIR AROUND. THE WHEELCHAIR MOVES BACKWARD. GUIDE THE BACK WHEELS DOWN THE CURB. BEAR DOWN ON THE HANDLES AND TILT THE FRONT WHEELS UP. MOVE THE CHAIR AWAY FROM THE CURB, AND GENTLY EASE THE CHAIR DOWN.

NEVER PUSH A WHEELCHAIR DOWN A CURB IN A FORWARD POSITION.

WHETHER THE WHEELCHAIR IS BEING MOVED UP OR DOWN A RAMP OR CURB, THE BACK OF THE WHEELCHAIR IS ALWAYS CLOSEST TO THE PUSHER'S BODY.

SOME SPECIAL CHILDREN MAY REQUIRE VERY SPECIAL HELP IN ORDER TO BE SEATED CORRECTLY WHILE ON THE BUS. IN THOSE CASES, THE BUS DRIVER OR AIDE SHOULD ASK FOR HELP FROM OTHER PEOPLE IN THE SCHOOL DISTRICT. INDIVIDUALS LIKE THE PHYSICAL THERAPIST, OCCUPATIONAL THERAPIST, OR SPECIAL TEACHER CAN HELP THE BUS DRIVER OR AIDE TO MAKE THE CHILD AS COMFORTABLE AND SAFE AS POSSIBLE WHILE TRAVELING ON THE BUS.

ALL INDIVIDUALS MUST BE TREATED WITH RESPECT -- CHILDREN AND ADULTS, PASSENGERS AND DRIVERS.

BUT, BUS BEHAVIOR WHICH AFFECTS BUS SAFETY MUST BE CORRECTED.

IF A CHILD BEHAVES IN AN UNUSUAL WAY, AND THAT BEHAVIOR IS RELATED TO THE CHILD'S HANDICAP AND DOES NOT INTERFERE WITH BUS SAFETY, THE BEHAVIOR SHOULD BE IGNORED. EXAMPLES ARE BODY ROCKING, HAND SLAPPING OR OTHER SELF-STIMULATING BEHAVIORS.

SOME GUIDELINES TO USE IN HELPING TO MANAGE BEHAVIOR ARE:

A. ESTABLISH A DAILY ROUTINE

B. BE CONSISTENT BUT FAIR WITH THE DAILY ROUTINE

C. SHOW INTEREST AND ACCEPTANCE OF APPROPRIATE BEHAVIOR

D. REWARD APPROPRIATE BEHAVIOR WITH ATTENTION AND PRAISE

E. MAKE DIRECTIONS SIMPLE AND CLEAR.

THE ROLE OF THE BUS AIDE MUST BE CLEAR.

THE BUS DRIVER DIRECTS THE BUS AIDE SO THAT THE AIDE ALSO KNOWS THE DAILY ROUTINE.

BOTH DRIVER AND AIDE MUST WORK TOGETHER TO INSURE SAFETY AND PROVIDE A POSITIVE EXPERIENCE FOR CHILDREN WHILE THEY RIDE THE BUS.